

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – DANCE

DEPARTMENT OF  
EDUCATION  
*learners first*

YEAR 4

The  
**Orb**

**DANCE**

# BELONGING, BEING, BECOMING

Learners identify factors that shape our identities, including cultural practice and connections to others. They learn about how other people have formed their identity and create a dance or movement piece to tell the story of a guest speaker.

**CROSS CURRICULUM PRIORITY****Aboriginal and Torres Strait Islander Histories and Cultures**

*Organising idea 5*

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

**ACHIEVEMENT STANDARDS****Dance**

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending on the purpose.

**Health and Physical Education**

Students explain the significance of an event/development, an individual and/or group.

**CONTENT DESCRIPTORS****Dance**

Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008).

**Health and Physical Education**

Explore how success, challenge and failure strengthen identities (ACPPS033).

**GENERAL CAPABILITIES****Personal & Social Capabilities**

*Self-awareness*

Recognise personal qualities and achievements

Level 3 – describe personal strengths and challenges and identify skills they wish to develop

**Ethical Understanding**

*Explore values, rights and responsibilities*

Examine values

Level 3 – identify and describe shared values in familiar and unfamiliar contexts

*Reasoning in decision making and actions*

Consider consequences

Level 3 – examine the links between emotions, dispositions and intended and unintended consequences of their actions on others

**Critical & Creative Thinking**

*Inquiring – identifying, exploring and organising information and ideas*

Pose questions

Level 3 – pose questions to expand their knowledge about the world

**Learning Goals**

*Learners will:*

- » Describe how dance can transform their sense of identity.
- » Explore how challenge/hardship help to develop identity.
- » Map their own lived experience.

**Learning Sequence****Activating and Engaging**

*Story Sharing*

Explore with the learners the life of a significant Aboriginal or Torres Strait Islander person.

Invite a local elder, community member or member of the Aboriginal Shares of Knowledge (ASK) program to explore the words: Belonging, Being, Becoming.

Have learners pose questions in advance to ask the guest speaker, or students choose a national figure to research, for example:

- » How do you know that you belong somewhere?
- » Could you have been as resilient in life if you didn't feel like you belonged?

- » What do you most like about the person you have become?
- » How has being who you are made you better able to manage hardship?
- » What advice would you give to others about how to become the person you want to?

Have learners record responses or research using a Venn diagram or table with the words: Belonging, Being, Becoming.

### Exploring and Discovering

#### *Non-verbal*

Have learners watch a contemporary Aboriginal dance.

Ask learners:

- » What did you notice about the performer's movements?
- » What did you observe happened when the performers danced?
- » How did they transform their appearance (being)?
- » What might this dance have connected them to in their culture (belonging)?

View *Motion Transfer* from the 'Living Cultures – Dance' section of The Orb. Ask learners:

- » What did Mitchem describe happened when he put on the ochre and danced?
- » What else transformed Mitchem's life?
- » How does success or failure change lives?
- » How can you relate this experience to your life?

Discuss with the learners:

- » How might dance help keep Mitchem's life strong, resilient, rich?
- » How might dance help Aboriginal and Torres Strait Islander Peoples maintain communities are strong, resilient, rich and diverse?
- » What stories could you share about events that have shaped your lives?

#### *Story Sharing*

Organise learners into pairs to tell the story of their guest speaker in movement, and without words.

Provide simple costumes or props for learners to explore and suggest that these may help them feel more confident in telling their story.

Have learners share the dance/performance to the class.

Ask learners:

- » How did acting out or dancing the story of our guest change how you felt about the story that was shared?

- » How did you feel when exploring the events in someone else's life?

### Synthesising and Applying

#### *Deconstruct-Reconstruct*

Have learners compare their story graphs with one another.

Ask learners:

- » How else could we tell the story of our lives?
- » How can we make it clear to an audience that our successes, challenges, and failures shape who we are?

Have learners choose from a list of activities based upon The Eight-Way Framework of Aboriginal Pedagogy, to express their own story.

Have learners plan for and present their own life story to the class. Ask learners to reflect back to the rest of the learners what successes, challenges, or failures they saw or heard in the life stories shared.

### Success Criteria

Learners:


- » Explain how success, challenge, and failures strengthen our identities.
- » Describe the experience of an Aboriginal or Torres Strait Islander through movement.
- » Describe key events that have shaped their lives and contributed to their belonging, being, and becoming.

## Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email [Aboriginal.education.library@education.tas.gov.au](mailto:Aboriginal.education.library@education.tas.gov.au) or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Graph Your Story: [Read Write Think – Graphic Life](#)
- » Complete Story Online: [Read Write Think Graphic Map](#)

## Glossary

*Belonging*

To be in the right place, or a suitable place. 

 Cambridge Dictionary



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